

EDLD 5397:8052 Week 5 and End of Course Reflection

Week 5 of this course coincided with the final week of preparations before teachers come back for in-service on August 20, 2012. I did; however, manage to take Monday off to complete the final revision of my internship plan. During this process, I referred to the article, Backward Design for Forward Action, written in February 2003 by Jay McTighe and Ronlad S. Thomas for that issue of **Educational Leadership**. Just as teachers preparing students for a final assessment of any kind, “I began with consideration of the desired results.”(52). I then reviewed the previous learning goals and timelines and realized that the major problem with the existing plan was that I had classified the standards as ISTE TL standards rather than ISTE TF standards. As I compared the two standards, with my goals and activities, I cannot help but wonder if I did not make a simple typo when I first created the plan. Every activity sounded like it was already correctly classified for the TF standard. As a result, it was fairly easy to fix the plan. During the next review, it may become evident that something else needs adjusting, but for now, the plan is fixed and my superintendent signed off on it, thus completing the requirements for 5397. Among the other activities completed for this course, I spent a good deal of time beginning to compose the initial draft of my action research plan and making sure I had access to the appropriate articles for the literary review portion of my action research plan. As it turns out, the articles in the literary review are coming in very handy for the preparation for my CSCOPE presentation for the Coaches tomorrow morning. In keeping with the 5 E lesson planning model, I will utilize some of the information in these articles to provide the evidence for utilizing a curriculum alignment tool to improve teaching and learning of the latest curriculum standards as adopted by TEA. Some of this information will pertain directly to explaining the components of CSCOPE. By the time I am finished, the coaches misconceptions about CSCOPE should be addressed and they should see what a valuable curriculum and assessment tool CSCOPE will be in the upcoming school year. This passage on pages 17 and 18 in the May 2002 article, entitled, The Change, written by Michael Fullan for the Association for Supervision and Curriculum Development’ publication, **Educational Leadership**, has provided cautious encouragement. I know I am going to have to persevere for this to be a successful project....

- *The goal is not to innovate the most. Innovating selectively with coherence is better.*
- *Having the best ideas is not enough. Leaders help others assess and find collective meaning and commitment to new ways.*
- *Appreciate the implementation dip. Leaders can’t avoid the early difficulties of trying something new...the first six months or so of implementation will be bumpy.*
- *Redefine resistance...Look for ways to address concerns.*
- *Reculturing is the name of the game....Transforming culture—changing what people in the organization value and how they work together to accomplish it—leads to deep, lasting change.*

Fullan, M., (2002, May), The Change, Association For Supervision and Curriculum Development, **Educational Leadership**, May 2002, 16-20.

McTighe, J. & Thomas, R., (2003, February), Backward Design for Forward Action, Association For Supervision and Curriculum Development, **Educational Leadership**, February 2003, 52-55.